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ABSTRACT

This study was conducted to determine: (1) if there were a significant difference in the effectiveness of vocational counselors as compared with regular counselors and vocational teachers in an on-the-job guidance task, and (2) the relationship of counselor background characteristics to effectiveness ratings of the counselors. In each of the 25 cooperating school districts, 10 sophomore students were selected at random, administered the Ohio Vocational Interest Survey, and assigned to a vocational counselor, regular counselor, or vocational teacher who conducted a one-hour session with each student, discussing individual test results and career planning. Following the interview, students completed the Counseling Evaluation Inventory (CEI), which served as the counseling-effectiveness criterion instrument. Personal background and characteristics data were collected from each counselor prior to the counseling interviews. No significant differences were found among the three groups of counselors when counselor-effectiveness data were analyzed by a one-way analysis of variance-blocked test. Correlational analysis of CEI scores and background data revealed 11 background and personal characteristic variables that were significantly correlated with counselor effectiveness ratings. Significant correlations were obtained in the areas of personal information, work experience, teaching background, and personal attitudes. (SB)

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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

AN INVESTIGATION OF VOCATIONAL COUNSELOR EFFECTIVENESS AND ITS RELATIONSHIP TO SELECTED BACKGROUND AND PERSONAL CHARACTERISTICS

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AN INVESTIGATION OF VOCATIONAL COUNSELOR EFFECTIVENESS AND ITS RELATIONSHIP TO SELECTED BACKGROUND AND PERSONAL CHARACTERISTICS

A FINAL REPORT FOR TEA CONTRACTS #38137 and 29918

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Submitted to
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By
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CHAPTER I

INTRODUCTION

Aristotle wrote in his book on metaphysics, "All men by nature desire to know" (McKeon, 1941). Education's task of satisfying this human desire for knowledge has grown immensely complex in the present age and can be expected to intensify in coming years as Toffler (1970) pointed out in Future Shock. From the individual's point of view, Tyler (1961) saw many persons of the modern day as confused by the complexities of the occupational world, unnerved by the uncertainties of rapid social change, exposed and vulnerable to the forces of conflicting theories, without much recourse even to informal advice in the anonymity of the mass urban center; and asking "What shall I do?" An answer is no longer only desirable in this age, but it is a necessity for survival.

To help this individual in choosing a vocation (Parsons, 1909), to assist this individual to make a meaningful answer to the questions life forces upon him (Frankle, 1957), to teach this individual how to get to know himself as well as he can, the modern American society had provided the professional counselor. Throughout history societies have recognized the need for organized education to assist man in gaining what he needs to know about his

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The citations on the following pages follow the style of the Journal of Counseling Psychology.

world in general. Only in this century, however, has society recognized the need for and provided counseling to assist man to grasp what he needs to know about himself as an individual. Today as Education enters a period of great concern for accountability, questions are being raised about the effectiveness of this new departure.

Tyler (1961) dates the beginning of counseling in the United States to the publication in 1909 of Frank Parson's book Choosing A Vocation. She adds the publication of Clifford Beer's book, The Mind That Found Itself, in 1908, as the second major influence which guided the profession in its latter development. Vocational Guidance, the process of helping a person to choose a fitting career, was the origin and, for many years, the primary function of counseling. As testing instruments became available in the 1920's and 1930's, vocational counselors began to use these instruments in order to ascertain the aptitudes and vocational interests of their clients with the hope of assisting individuals in making better vocational choices. The earliest reported investigations of counseling effectiveness were undertake in the 1920's by a group of British Industrial Psychologists (Tyler, 1961) to determine the effects of counseling on the vocational adjustment of young people who left school and went to work.

Once questions began to be raised about the success of counseling programs, it soon became apparent that very little was actually

known about effective counseling. Difficult problems in research design needed to be overcome before investigators could attempt to solve questions of effectiveness (Travers, 1949). This situation remains today as knowledge of basic facts regarding counseling effectiveness is limited. Counseling authorities recognize the need to know more about counseling effectiveness, since upon effectiveness hinges the selection and preparation of counselors. "Counseling, broadly conceived as a profession devoted to assisting individuals in changing behaviors, has conducted remarkably little research which bears directly on improved methods and results of counseling" (Thoresen, 1969). In the same context, Thoresen observed that the research that has been undertaken can be criticized for its lack of rigorous design. In studying counseling effectiveness three problems seem to be paramount: (a) the difficulty of determining what constitutes desirable outcomes of counseling (criterion problem), (b) a lack of research attempted in this area and, finally, (c) the need for better research design, i.e., controlled experimentation, (Blocher, 1966).

Need for the Study

Difficulties in determining counselor effectiveness are compounded in Texas, among other states, by the existence of several types of counselors with differing areas of responsibility and standards of preparation. Secondary school counselors in Texas

at the present time are employed under several different designations. Among these titles are "vocational" and "regular" counselors. The Vocational Education Act of 1963 as amended in 1968 made it possible for the Texas Education Agency to fund new positions for vocational guidance personnel. Currently about 200 persons with background in the vocational-technical areas have been selected for these positions (Texas Education Agency Directory, 1970-71). The entry level training requirements for these new positions are different from the requirements established for guidance workers in the past, and the approved vocational counselors represent a wide range of background, experience and preparation (Reilley and Richardson, 1970).

There is need for research findings, particularly data derived from experimental investigations on the effectiveness of guidance workers in the actual job setting, to assist in the evaluation of the desirability of this differentiation in background and training qualifications among counselors and guidance workers. Therefore the present study was undertaken as an investigation of differentially qualified and trained guidance personnel.

Statement of the Problem

The purpose of this study was to determine if there were a significant difference in the effectiveness of vocational counselors as compared with regular counselors and vocational teachers in an

on-the-job guidance task. The subjects were rated by sophomore high school students using the Counseling Evaluation Inventory (CEI) as the counseling effectiveness criterion instrument. Counseling effectiveness was operationally defined as the total mean score assigned to the counselor by his clients on the CEI. The CEI is a measure of client satisfaction with counseling. Thus counselor effectiveness was measured in terms of client satisfaction.

A secondary purpose of the study was to determine the relationship of counselor background characteristics to effectiveness ratings of the counselors. Responses on the Counseling Evaluation Inventory (CEI) and responses on the Personal Data Questionnaire (PDQ) were the variables analyzed.

Definition of Terms

For the purposes of the study the following definitions were employed for (a) Vocational Counselors, (b) Regular Counselors, (c) Vocational Teachers, (d) Counseling Effectiveness, (e) Background and personal characteristics and (f) Relationship.

Vocational Counselors

Vocational guidance personnel are employed by Texas public school districts, in accordance with the Texas State Plan, Vocational Education, to provide career guidance assistance to youth and adults within the school districts. These counselors,

while serving as members of the total school guidance team, provide specialized assistance in areas related to vocational choice, career information, vocational education, placement and follow-up.

> Vocational Guidance Personnel
> Qualifications (Secondary)
>
> (a) shall have a Baccalaureate Degree and have completed a minimum of six semester hours of graduate guidance courses from an accredited college or university. Also, they shall have (1) a combination of three years experience which may include a minimum of one year of wage-earning experience in an occupation for which vocational education is conducted and a minimum of one year of teaching experience in public secondary schools, or (2) have two years of teaching experience in an approved vocational program preparing students for gainful employment, and in addition to the requirements (1) or (2) above, they shall complete an additional twelve semester hours of specified professional education and guidance courses prior to the third year of employment; or
>
> (b) shall have a counselor's certificate and minimum of two years of recent and successful wage-earning experience in business or industry and have successfully completed six semester hours of specified vocational guidance courses in an approved teacher education institution. (The Texas State Plan, Vocational Education, Texas Education Agency, 1970).

Later policy changes have resulted in the requirement of 12 hours of graduate guidance courses for initial employment, and a 30-hour program of study for full certification.

Regular Counselor

A person who was employed by the public secondary schools of Texas as a counselor of students and generally defined as:

> A person whose principal task (usually through confidential interviews with individual counselees or a small group of counselees) is to help students make choices which lead to solutions to their educational, vocational, social and personal problems, (Definitions of Student Personnel Terms, 1968).

Vocational Teacher

A person who was employed by the school to perform instructional duties according to the Texas State Plan for Vocational Education (Texas Education Agency, 1970) and included individuals in the following categories:

> (1) Agricultural Education, (2) Consumer and Homemaking Education, (3) Distributive Education, (4) Health Occupations, (5) Office Education, (6) Trade and Industrial Education, (7) Technical Education, (8) Teachers of Programs for the Disadvantaged, (9) Teachers of Vocational Programs for the Handicapped, (10) Teachers of Pre-employment Laboratory or Shop Programs, (11) Occupational Orientation (Group Guidance) Teacher, and (12) Teachers of Academic and Other Subjects requiring other than vocational experience for professional positions. (Texas State Plan, Vocational Education, Texas Education Agency, 1970).

In this investigation a vocational teacher was a person such as an automechanics teacher or other teacher assigned to technical vocational training by the school.

Counseling Effectiveness

In this study counseling effectiveness was operationally defined as the mean total score that was assigned a counselor on the Counseling Evaluation Inventory (CEI) by his clients (Linden, Stone, and Shertzer, 1965).

Background and Personal Characteristics

In this study the background and personal characteristics of the vocational counselors, regular counselors and vocational teachers were operationally defined as the personal, educational, vocational, family, and attitudinal data obtained from the 50-item Personal Data Questionnaire (PDQ) devised from the Texas A&M University Vocational Guidance Institute of 1970 (Reilley and Richardson, 1970).

Relationship

A relationship was any correlation statistically significant at the .05 level of confidence. In this study any statistically significant correlation between background and personal characteristics data and vocational counseling effectiveness ratings was called a relationship.

Research Hypotheses

The rationale for the study was based on the following research hypotheses:

1. Assuming that vocational counselor effectiveness can be measured by client satisfaction and assuming that vocational counselors can be compared with regular counselors and vocational teachers in an on-the-job guidance task, then if greater satisfaction is expressed for vocational counselors when performing the guidance task than for regular counselors or vocational teachers, it follows that vocational counselors can be judged effective in comparison to other types of guidance workers.

2. Assuming that vocational counselors differ in respect to some of their background characteristics, and assuming that differences in effectiveness can be shown to be related to certain common characteristics, then those characteristics that are significantly related to effectiveness ratings can be called characteristics of effective vocational counselors.

Population

The subjects (Ss) for the study were vocational counselors employed in the public schools of Texas in the Fall semester, 1972. All the vocational counselors were employed according to requirements set forth in the Texas State Plan, Vocational Education for

fiscal year 1971. The State Plan constituted the basis for the operation and administration of the Vocational Education Amendments of 1968, Public Law 90-576. The employment qualifications for the vocational counselors in the study have been outlined under Definition of Terms, Vocational Counselors.

In order to obtain a representative sample of subjects, 36 Texas school districts employing a vocational counselor were selected. These districts employed a Vocational Counselor in 1971, who met employment criteria as mentioned above.

The selection of school districts was based on the location of 36 vocational counselors in these school districts. These 36 counselors were selected from a list of 116 vocational counselors obtained from the Advisory Council for Technical Vocational Education in Texas.

The rationale for selecting these 36 counselors was that a previous investigation (Reilley and Richardson, 1970) had obtained data regarding these individuals prior to their employment as vocational counselors. It was anticipated that these data would be useful in the study.

In addition to vocational counselors other counseling personnel, as well as vocational teachers, were selected in order to make a studied comparison among guidance personnel in the public schools of Texas. It was felt that an adequate comparison of on-the-job guidance effectiveness would require the participation of

(a) persons who were employed to engage in somewhat similar counseling activities, such as regular counselors, and (b) persons who were not employed to engage in similar counseling activities, such as vocational teachers.

The school district superintendents were contacted by an initial letter which informed them of the project and requested their participation. The final selection of all subjects and personnel included was made by the superintendents and was based on the personnel who were employed as vocational counselors, regular counselors and vocational teachers in the Fall of 1972.

Basic Assumptions

For the purpose of the study it was necessary to operate within the framework of several basic assumptions. Client satisfaction as expressed on the Counseling Evaluation Inventory (CEI), (Linden, Stone, and Shertzer, 1965) by sophomore high school students was assumed to be an identifiable effect of vocational counseling. Client satisfaction was assumed to be a valid criteria for measuring vocational counselor effectiveness. It was further assumed that some background characteristics of vocational counselors as a group could be identified. The use of a table of random numbers was assumed to be an adequate means for the random selection and assignment of students to experimental or control groups. It was assumed that differences among students

were controlled by selection and assignment to treatment on the basis of randomization, and by the implementation of a standard counseling task for all subjects.

Further control was assumed to have been produced by: (a) the random assignment of nearly equal numbers of students to subjects, (b) equal amounts of treatment for each student, and (c) the fact the subjects were not informed of the nature of the criterion upon which their counseling would be judged. Finally it was assumed that the stipulated on-the-job guidance task was an appropriate work assignment for the subjects and reflects one of the basic kinds of guidance tasks for vocational guidance workers.

Limitations of the Study

Generalizations made from the findings of the investigation were subject to restrictions imposed by the limitations of the study. The study was limited to the school districts in Texas employing at least one vocational counselor, vocational teacher, and regular counselor. Client satisfaction was the only aspect of counselor effectiveness considered. Of the wide range of guidance tasks generally performed by counselors only a narrow range--vocational counseling with individual students was investigated. Within the limited range of an individual one-to-one vocational counseling activity, only the immediate reaction of the student to an initial interview between counselor and student was investigated.

Assessment of the criterion variable was restricted to a self report measure of client satisfaction. Satisfaction was measured only one time and only immediately after the counseling interview. Personnel were assigned to the project and it must be assumed that other pressing job requirements had to be shifted or deferred in order to permit participation in the study.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II is organized under the following topics: (a) introduction, (b) historical review of the literature, (c) research related to the Counseling Evaluation Inventory, (d) summary analysis of the research on counseling effectiveness, and (e) chapter summary.

Introduction

The word effective refers to something that produces a decided, decisive or desired effect (Webster, 1960). Vocational counselor effectiveness research as with other areas of counselor effectiveness research, tends to center around three central questions: What are the observable effects of counseling? What kinds of causes have produced these effects? What criteria can be accepted to measure and validate that a relationship does in fact exist between the observed effects and their antecedent causes? These issues are extremely complex. As Blocher pointed out there is not even a basic agreement among researchers at this time on a definition of terms.

> A number of reasons exist for the relative dearth of good studies in counseling effectiveness. One of the most fundamental of these problems involves the difficulty of obtaining agreement on definitions of process and outcome that permit meaningful evaluations to be made. (Blocher, 1966, page 222-223).

As an effort toward basic clarification of these problems, counseling effectiveness research findings may be better understood if the approach to the literature is organized along the lines of criteria and effects.

Many kinds of criteria for counseling effectiveness have been suggested and they can be divided into four types, namely, subjective, objective, partial, and whole. Travers (1949), E. G. Williamson and E. S. Bordin (1940) suggested that the criteria for educational and vocational counseling could be classified as part criteria or whole criteria. Under part criteria they include the following:

1. Educational and vocational choice (e.g. counselor helps student to bring about a congruence between his potentialities and his life goals).

2. Cooperation with the counselor (e.g. counselor gains "rapport" with the student).

3. Students' satisfaction (e.g. student satisfaction is deemed to be a desirable outcome of counseling and includes satisfaction with educational and vocational objectives, counseling assistance, and satisfaction with the job ultimately secured).

4. Success on the job.

5. Predictive efficiency (e.g. correct diagnosis by the counselor).

Under whole criteria, Williamson and Bordin included judgment criteria (e.g. judgment by means of which the adjustment of the student is estimated in terms of his original problems and any of the available data, including the part criteria).

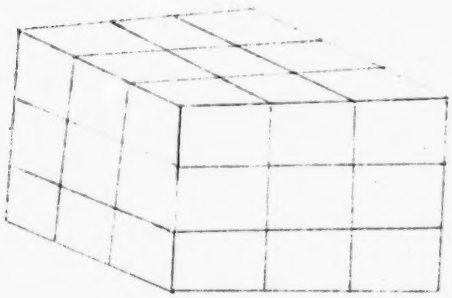
Blocher (1966) has listed some of the more commonly used criteria in evaluation studies as: social adjustment criteria, personality criteria, vocational adjustment criteria, educational criteria, and "miscellaneous criteria" including client satisfaction. Tyler (1961) suggested that the criterion of counseling success could be reduced to two categories, namely, client satisfaction or client adjustment.

Regarding the effects of counseling there seem to be four factors or aspects of concern which are involved in the production of counseling effectiveness. One of these factors is the type of client and his problem (Blocher, 1966). Another aspect as described by Pepinsky (1953) is the counseling process which he categorized as "trait and factor-centered, self-centered, social-psychological, psychoanalytic, or neo-behavioral". Also, Wrenn (1952) discussed the counselor himself and in particular his training and personality. And finally, the goals and purposes of the counseling have been explicitly emphasized by Tyler (1961) and Travers (1949).

For the sake of further clarification one may conceptualize counseling effectiveness factors in a three dimensional model.

Type of Client and His Problem

Method or Counseling Process



Counselor's Personality, Training, and Background

Goals or Purposes of Counseling

In this model the counselor is set apart to be described by his characteristics. The research can be more clearly described in terms of clients, methods and goals since many of the counselors will have multiple goals even for the same clients, and as both Blocher (1966) and Travers (1949) have pointed out there is no general agreement among counselors on the goals of counseling. Since one of the principle aims of effectiveness research is the determination of counselor selection criteria, it may be more appropriate to consider the problem of effectiveness from the point of view that, given such and such clients, and using such and such methods, with such and such a goal in mind, What kind of counselor would be most likely selected to produce a desired effect?

Stefflre et al. (1962) took note of the connection between the problem of effectiveness criteria, counselor selection, and the major factors involved in producing counseling effectiveness.

> Counselor selection and training is made prticularly difficult by the criterion problem which has resulted in lack of agreement on (1) desired goals in counseling, (2) acceptable evidence of progress in the client, (3) preferred counseling procedures, and (4) characteristics of the effective counselor. (Stefflre, King and Leafgren, 1962, page 365).

Historical Review of the Literature

Beginning in the 1920's a group of British psychologists began to study the effects of counseling on the vocational adjustment of unemployed youth (Rogers, 1937). Similar studies were conducted in the United States in the early and middle 1930's (Hawkins and Fialkin, 1935; Murphy, Hall and Bergen, 1936). The British and American studies involved large numbers of students and workers (Hawkins' study reported on 10,000 cases of widely differing ages). The studies used external criteria such as on-the-job vocational adjustment rated by experts, internal criteria, that is, counselor judgment of case success, and subjective criteria such as the client's own opinion of the value of the service. The results of these studies clearly indicated the success of vocational counseling and its effectiveness in helping a majority (70 to 80 percent) of the clients obtain satisfactory vocational adjustment. Commenting on these studies, Tyler (1961) noted that there was unmistakable

evidence for the effectiveness of vocational counseling when (a) tests were used in connection with vocational counseling and (b) when the advice given was actually followed by the client. The counseling process or method employed by these early counselors was a trait and factor approach using vocational aptitude tests.

In the decade of the 1940's and in the early 1950's in the United States research in counseling effectiveness continued to center on vocational guidance and occupational adjustment of veterans and workers. Some educational adjustment studies were also reported. Patterson and Clark (1943) studied student's reactions to academic advisors who gave general educational and vocational advice to college freshmen at the University of Minnesota. They found that students held affirmative opinions on the benefits of the faculty advisement program in 80 percent of the cases. Anderson (1949) reported a study of 1,086 civilian industrial employees and 444 ex-servicemen who received vocational counseling. The counseling method was a trait and factor approach using tests. She reported that 82 percent of the civilian group favored vocational counseling and 82 percent of the ex-servicemen reported satisfaction with their job placement after counseling.

In three other studies from this period (Glazer and England, 1949; Barnett, 1950; and Gaudet, Carli, and Dunnegar, 1950), war veterans received vocational and educational counseling and were later surveyed by questionnaire to determine their attitudes and

opinions about the counseling services they had received. In these studies the criteria was a subjective evaluation of the outcomes of counseling relying upon an expression of client satisfaction with the service, or satisfaction with the decisions reached as a result of the service.

In the Glazer and England study a follow-up questionnaire was sent to a sample of 500 veterans who had received vocational and educational advisement. One hundred and forty-four responded. The questions and responses were as follows: type of training being pursued, 107 were pursuing a degree; training was leading toward an occupational goal, 109 answered yes; grades attained in training courses, nine A's, 63 B's, 55 C's, 5 D's, 12 no comment; training followed as a result of decision reached during counseling, 53 answered yes, 69 answered no; counselees' attitude toward decisions reached during counseling, decisions were very satisfactory 60, decisions were partially satisfactory 67, decisions were unsatisfactory 11; counselees' attitude toward knowledge of their abilities, aptitudes, and skills as a result of counseling had a clearer picture, 102 answered yes, 35 answered no; counselees' attitude toward occupational information, completely understood 35, partially understood 74, not understood at all 16. The authors concluded that a high percentage were following successfully the objective reached at the Wayne University Guidance Center and that the over-all picture was highly encouraging and established the

program as being favorable. However they also noted that the study was representative of only a small cross-section of the total number of veterans advised. It seems that a further caution for this study should be noted in that 144 respondents represented only 28 percent of the 500 veterans sampled, the 500 being the cross-section of a much larger population of veterans advised by the service.

In the Barnett study 75 percent felt that the counselors suggestions were helpful and 91 percent felt that the staff attitude was sympathetic. Of the veterans counseled in the Gaudet et al. study 95 percent felt that the guidance and counseling was worthwhile.

During the 1940's articles by Williamson and Bordin (1940), Froehlich (1949) and Travers (1949) called attention to the criterion problem in counseling effectiveness studies. They reviewed most of of the criteria previously employed such as client opinion, counselor opinion, grade point averages, on-the-job ratings by supervisors, and job promotions pointing out serious drawbacks in the use of these criteria. For example commenting on evaluative criteria, Travers pointed out:

> Other subjective evaluative criteria include the satisfaction which a student feels with the counseling. This criterion has been used very commonly for evaluating counseling procedures. Studies by Mellon (12), Compton (4), and Paterson and Clark (14) all showed that a large fraction of those counseled reported that they found the treatment helpful.

> However, it can hardly be conceded that feelings of satisfaction with counseling can be considered either a major goal of the procedure or evidence of its success. The mere fact that the counselee feels satisfied is not evidence of the desirability of the process. People tend to be remarkably well satisfied with fortune tellers and other charlatans and tend to feel that they have derived much from the association. On a similar basis, one must reject as evidence of the efficacy of counseling, statements by those counseled that they had benefited by the treatment (Travers, 1949, page 216).

These authors also discussed other serious deficiencies in reported research. Among the most serious were the lack of control groups, the representativeness of the samples, the need for longitudinal studies, the need for taking repeated measures on the same samples and the need for experimental studies rather than descriptive or historical studies. Travers also noted that a tendency existed to fail to report studies in which the results were inconclusive or findings were not significant.

An attempt to find adequate criteria for effectiveness was undertaken by Froehlich in 1949. He used a factor analytic approach to determine client adjustment after counseling on five dimensions. These were occupational adjustment, personal adjustment, personal attitudes, educational adjustment and change of status. By conducting personal interviews with 279 clients who had received counseling from the State Consultant Service of Richmond, Virginia he found clusters of related answers to a questionnaire having to do with occupational adjustment, personal adjustment, and personal

attitudes. The data dealing with educational adjustment was dropped from the study because only 26 cases were obtained in these categories, and change of status did not seem to be related to the other criteria. This study was particularly important to counselor effectiveness research as Tyler (1961) pointed out since it represented one of the few studies specifically designed to determine adequate criteria of effectiveness.

In the 1950's studies in counseling effectiveness were reported by Eysenck (1952), Cottle (1953), Forgy and Black (1954), Johnson (1955), Nelson (1956), Grigg and Goodstein (1957) and Stewart (1957). The Eysenck study compared treatments by psychoanalysts and general practitioners for patients who had been diagnosed as psychoneurotic and found that 44 percent having been treated by psychoanalysis were reported as improved, 64 percent improved under eclectic therapy methods, and 72 percent were reported improved under no specific treatment or therapy except custodial care by general practitioners. Eysenck concluded that psychoanalytic therapy was not demonstrated to be an effective treatment for psychoneurotic patients.

Forgy and Black (1954) reported a replication study of an investigation by Barahal, Brammer and Shostram (1952). Seventy-seven clients of the 1952 study (87 percent of the original sample) were contacted to determine their attitudes concerning the effectiveness of two different methods of counseling, (a) a

traditional Veterans Administration method, or (b) a client-centered method. The 1952 study had concluded that clients perfered a client-centered approach over the traditional Veterans Administration approch. However, the findings of the replication study did not support the conclusions of the prior study and furthermore the question of experimenter bias was strongly suggested as a contaminating factor in the results of the prior study.

Cottle's (1953) study stressed the need to differentiate and specify criteria of effectiveness by area, such as type of institution in which counseling takes place and also the level of the client such as elementary, secondary or college. Johnson's (1955) study attempted to determine whether high school students show preferences for different types of counselors. He found that students differ in their preferences for types of counselors and ranked their preferences as counselors, parents, teachers, friends, deans and others in that order.

Counselors and teachers were compared with each other on the basis of recommendations for kinds of guidance services needed for students by Stewart (1957). Ninety-four counselors and 169 high school classroom teachers were asked how they would deal with several hypothesized student problems. They were allowed four types of recommendations ranging from "no guidance needed", to "refer student to outside agency". The study found general agreement between teachers and counselors on recommendations.

Client opinion of counseling was the criteria used in the Nelson (1956) and Grigg and Goodstein (1957) studies. Both studies found high rates of satisfaction with counseling.

Effectiveness research of the 1950's indicated trends toward more sophisticated comparisons of counselors, types of client problems, and methods of counseling. It also reflected a departure in counseling research from the vocational guidance studies of the 1930's and 1940's.

Apostal's (1960) study of 114 students identified as having a vocational problem did not result in significant findings. The study was notable in that it used a multiple criteria approach: (a) a case study evaluation by raters, (b) later vocational adjustment by questionnaire and (c) appropriateness of adjustment rated by experts. A problem in the review of this study was the lack of information regarding the form of counseling used and a lack of information regarding the individual delivering the counseling. The form reported was "Vocational counseling" and the counselors were "members of the University of Missouri testing and counseling service".

Grigg (1961) tried to obtain differential ratings of counselor effectiveness by means of client observations. While 85 percent of the clients felt that counseling was helpful, there was no significant difference found between counselors on the basis of client satisfaction. Brams (1961) attempted to determine

effective counselor characteristics by means of psychological instruments rated against the Anderson 50 item Interview Rating Scale (IRS). The study concluded that effective communication as measured by the IRS was positively rated to counselor tolerance for ambiguity.

In an effort to base the identification of counselor effectiveness on peer judgment Stefflre, King and Leafgren (1962) reported that counselors in training were able to agree to a remarkably high extent on which of their fellows they believe would be good counselors and which would be poor ones. They studied 40 participants in an NDEA Guidance Institute who judged each other as potential counselors. They compared the nine "most chosen" with the nine "least chosen" on a number of variables. They found that the nine "most chosen" had higher academic performance, somewhat more appropriate strong scores, and less dogmatism (Rokeach). They did not find other differences between the groups on other variables studied.

Anderson and Anderson (1962) constructed an Interview Rating Scale (IRS) in an attempt to provide an explicit operational definition of the counseling relationship characterized by "ideal rapport" between client and counselor. Wright (1963) sought to determine effectiveness for individual counseling as opposed to group counseling. The study included 300 college freshmen in three groups. Group 1 received individual vocational counseling,

Group 2, received group vocational counseling and Group 3 was a control group. Multiple criteria were used and consisted of (a) accuracy of self-ratings, (b) acquisition of information about tests, (c) feasibility of vocational choice and (d) counselee satisfaction. Results indicated that both the individual and group counseled groups gained significantly over the controls but did not show major differences between the two counseled groups.

Severinsen (1966) sought to measure the relationship between client perception and expectation before and after counseling and client satisfaction based on expectation of counselor empathy. A significant relationship was found between client satisfaction and differences in expectation and perception of counselor empathy.

In a study to determine the personality characteristics of rated effective counseling students, Johnson, Shertizer, Linden and Stone (1967) studied clients', peers', supervisors' ratings, cumulative grade averages in the counseling program and five standardized personality inventories (CPI, EPPS, GZTS, MMPI, SVIB) of 99 counselor candidates at Purdue University. Five variables were found to be associated with counselor effectiveness. They were for males, affable, friendly, likable, accepting, capable, and satisfied. For females they were out-going, confident, efficient and assertive.

In 1968 Hansen reported that significant relationships were found between counselor's job satisfaction and two measures of rated counselor effectiveness. Ninety-two first year counselors in New York State schools were rated for effectiveness on the job by clients, fellow teachers, and school administrators. Client and teacher ratings of counselor effectiveness were significantly related to counselor job satisfaction, but administrator's effectiveness ratings were not related to counselor's job satisfaction.

Bozarth (1968) sought to determine if effective Vocational Rehabilitation Counselors could be predicted from their biographical data. No significant relationship was found between supervisor effectiveness ratings and biographical data.

Walton and Sweeney (1969) summarized the research on characteristics of effective counselors in terms of indicators that showed promise of predicting counselor effectiveness and indicators that appeared to possess little promise. The found the following: (a) academic ability and achievement (poor predictors), (b) undergraduate grades and counselor effect (no relationship to counselor effectiveness), (c) graduate school grades (no relationship between high and low rated counselors), (d) Miller Analogy test results and MMPI scores (unrelated to rated counselor effectiveness), (e) DAT, GATB and reading tests (not predictive), (f) Taylor Manifest Anxiety Scale or the number

of graduate hours in counseling psychology (not predictive), (g) Educational Interest Inventory (not predictive), (h) Strong Vocational Interest Blank (conflicting reports), (i) values expressed on the Allport-Vernon-Lindsey Study of Values (no predictive validity), (j) Vocational Values Inventory (no predictive validity), (k) stated counselor attitudes and theoretical orientations (not significantly related to counselor effectiveness).

Among the somewhat promising predictors they found the Rokeach Dogmatism Scale, the Edwards Personal Preference Schedule (deference and order versus abasement and agression scales), the Wisconsin Relationship Orientation Scale, the Structured Objective Rorschach Test, the Ways of Life, the Counselor Potential Scale, the Minnesota Test of Creative Thinking, the Intellectualism-Pragmatism Scale, and the following scales of the Strong Vocational Interest Blank: YMCA Secretary, Social Studies High School Teacher, City School Superintendent, and Minister.

Brown (1969) reviewed seven years of the Personnel and Guidance Journal and noted that 161 articles concerned the counseling process (19 percent of all articles) but that of all articles dealing with counseling process only 36 articles dealt with outcome studies (4.4 percent). One must conclude that relatively little research has dealt with counseling outcomes.

In the late 1950's and 1960's one of the developments in the research of counselor effectiveness was the construction and

experimental use of new criterion instruments designed to measure counseling effectiveness. Along with the new instruments came certain technical advances in the application of experimental designs and more powerful statistical techniques to test research hypotheses. Among the experimental instruments were the Anderson Interview Rating Scale (IRS), 1962; the Linden, Stone and Shertzer Counseling Evaluation Inventory (CEI), 1965; on the statistical side, Kackowski and Rothney, 1956, demonstrated the advantages of discriminant analysis in the evaluation of counseling. Their study demonstrated that prediction of the kind of response an individual would make 2-1/2 years after high school graduation is possible to a limited extent. The major advantage of this technique was that it demonstrated that criteria need not be developed before evaluation is done.

In the 1960's another approach to the evaluation of counseling effectiveness developed. This approach involved the use of carefully constructed rating scales by which trained observers could rate counselor performance on the basis of certain characteristics or traits considered essential for productive counseling. Two such scales are the Counselor Rating Scale (Whiteley, Sprinthall, Mosher and Donaghy, 1967) and the Truax and Carkhuff Scales (1966). The CRS measures the counselor's behavior and his responses on projective tests. The Truax and Carkhuff Scales measure different "levels" of counselor functioning along several "core facilitating

dimensions" such as empathy, respect, genuineness, and concreteness.

Research Related to the Counseling Evaluation Inventory

There have been several studies reported in which the criterion of counseling effectiveness was client satisfaction and the criterion instrument was the Counseling Evaluation Inventory (CEI) by Linden, Stone and Shertzer (1965). Gabbert et al. (1967), studied 405 clients of the University of Colorado counseling center, in order to determine if client attitudes toward the counselor differed due to the client's sex, diagnostic category, or duration of counseling. They found significant differences which support the need to differentiate effective counselors on the basis of client's sex, diagnostic category, and duration of counseling.

Ivey et al. (1968), in an attempt to replicate Gabbert's study, investigated 492 clients of the Colorado State University Counseling Center. Their findings confirmed those of the earlier study. In an effort to determine if job satisfaction was related to several measures of counselor effectiveness, Hansen (1968) studied 92 first year counselors in New York. The CEI was used by students to obtain a measure of counseling effectiveness. A significant relationship was found between counselor job satisfaction and client effectiveness ratings on the CEI.

A study by Hasse et al. (1968) found that the CEI was

appropriate on the college level. The study was undertaken to determine if the CEI was useful on the college level as well as on the high school level as had been earlier reported by Linden, Stone and Shertzer (1965).

Brown et al. (1969) used the CEI to determine effectiveness of counseling on (a) number of interviews, (b) sex differences of counselor-client, and (c) extent of agreement between counselor, client and supervisor ratings and found (a) no significant difference in ratings due to sex differences, (b) no significant difference in ratings on number of interviews. A significant difference between client ratings of counselors compared with counselor self ratings and supervisor ratings of counselors was found. Clients rated counselors significantly higher than did supervisors or self-ratings.

Pfeifle (1971) found that counselors with a practicum experience were rated significantly higher on the CEI than counselors without a practicum. He found that counselors with a practicum continued to be rated significantly higher than non-practicum counselors even when the factors of age, years of counseling experience, years of teaching experience, and sex were partialled out in the comparison. He concluded that because practicum trained counselors tended to receive higher ratings on the CEI the practicum experience is an important area of counselor education.

Rickabaugh et al. (1972) used the CEI to measure counselors described as high-effective or low-effective in terms of changes in client academic performance before and after group counseling. They hypothesized that high effective and low effective counselors would not receive significantly different ratings on counseling climate, counselor comfort or client satisfaction factors of the CEI. They found that there was a significant difference between client ratings of counselor comfort for counselors classified as high and low effective. They concluded that counseling success varies as a function of counselor comfort and that counselors tend to become more comfortable with experience.

Although it was a frequently used criterion, it should be noted that client satisfaction with counseling has some inherent limitations (Travers, 1949; Patterson, 1958; Tyler, 1961). These authors have pointed out that client satisfaction is a subjective criterion. The CEI, however, has been used in a number of studies and the findings have generally supported its use as a criterion measurement instrument.

Summary Analysis of the Research on Counseling Effectiveness

Client opinion of counseling effectiveness was the criterion used in eight of the reviewed studies; Hawkins et al. (1935), Patterson and Clark (1943), Barnett (1950), Grigg et al. (1957),

Grigg (1961), Anderson et al. (1962), Severinsen (1966), Johnson et al. (1967). In seven of these studies the criterion of client opinion resulted in positive client opinions regarding counseling. In Grigg's (1961) study results indicated that while 85 percent of the clients felt that counseling was helpful, no significant difference was found on the measure of client satisfaction among counselors who differed in terms of experience.

In nine studies, client satisfaction with counseling was the criterion of counselor effectiveness. These studies include, Anderson (1949), Glazer et al. (1949), Nelson (1956), Gabbert et al. (1967), Ivey et al. (1968), Hansen (1968), Hasse et al. (1968), Brown et al. (1969), and Bishop (1971). These studies indicated that when client satisfaction with counseling was used as the criterion of counseling effectiveness the consensus among clients was that the counseling received was satisfying.

A third group of studies dealt with client attitudes as the criterion of counseling effectiveness. Murthy et al. (1936) and Gaudet et al. (1950). Murphy's study using changes in client attitude before and after counseling found that the counseling experience made clients less bitter toward employers, less pessimistic about their failures and improved their morale. Gaudet used client attitudes toward the counseling services as a criterion measure with 164 veterans and found that 95 percent felt that guidance and counseling was worth while.

It may be concluded that when client opinion, client

satisfaction or client attitude has been used as the criterion of counseling effectiveness, the overriding evidence has been favorable to counseling effectiveness. This conclusion is in agreement with Tyler's (1961) findings regarding client satisfaction as a criterion of counselor effectiveness.

Vocational adjustment of clients as a criterion measure of counseling effectiveness was reported in four studies: Rodgers (1937), Froehlic (1949), Glazer et al. (1949), and Apostal (1960). Rodgers studied vocational adjustment of workers and students as rated by experts and found that a high percentage were successful where the method was Trait and Factor using tests. Froehlic followed up clients with personal interviews in an effort to determine sound criteria for counseling effectiveness and found clusters of related answers having to do with personal adjustment, personal attitudes and educational adjustment. Glaser et al. studied veterans and found that a high percentage responded favorably to decisions reached during counseling.

Still another group of studies employed supervisor rating or peer rating or a combination of supervisor and peer rating as the criterion of counseling effectiveness. Braums (1961) studied counseling practicum students; Hansen's (1968) study involved first year counselors in New York; Bozarth (1968) had State Department of Vocational Rehabilitation supervisors rate vocational rehabilitation counselors; Stafflre et al. (1962) studied NDEA

counseling and Guidance Institute participants on a peer-rated basis; Johnson et al. (1967) used a multiple criterion approach involving counselee ratings, peer-ratings, supervisor grades, cumulative grade points in the counselor program and five personality inventories as criteria for effectiveness. In all but two of these studies (Bozarth, 1968, and Stafflre et al., 1962) the criterion was found related positively to effectiveness.

Other effectiveness criteria have been patient recovery rates (Eysenck, 1952); counselor and teacher opinion of hypothesized student problems (Stewart, 1957); client attitude toward two different methods of counseling (Forgy et al.,1954); area and level criteria (Cottle, 1953); client gain in information (Wright, 1963); and different types of counselors (Johnson, 1955).

University counseling center personnel were the counselors in nine of the reviewed studies: Glazer et al., 1949; Forgy et al., 1954; Nelson, 1956; Grigg et al., 1957; Apostal, 1960; Grigg, 1961; Gabbert et al., 1967; Ivey et al., 1968; and Hasse et al., 1968. In seven of these studies counseling was reported to have been effective in terms of the criterion used. In four studies the counselors were counseling practicum students under supervision. These studies were: Brams, 1961; Severinsen, 1966; Johnson et al., 1967; and Brown et al., 1969. In these studies counseling was found to be effective.

High School counselors were the counselors in three of the reviewed studies: Johnson, 1955; Stewart, 1957; and Hansen, 1968. In two of the studies the counselors produced positive effects upon their clients. The Stewart study was undertaken to determine whether there was agreement or disagreement concerning counselor and teacher recommendations.

In the remaining nine studies reviewed the counselors represented many different kinds of organizations such as State employment counselors, Veterans Administration Guidance counselors, psychotherapists, State Department of Vocational Rehabilitation counselors, industrial counselors, trained and untrained vocational counselors and faculty advisors. More than half of all the studies reported used university connected counselors or counselors in training.

Chapter Summary

Chapter II was organized under the topics of introduction, historical review of the literature, research related to the Counseling Evaluation Inventory, a summary analysis of the research and the chapter summary.

The introduction to Chapter II discussed several aspects of counselor effectiveness. These questions include what are the effects of counseling, what are adequate criteria for judging counseling effectiveness, and what are the major causal factors

involved in producing counseling effectiveness? Blocher (1966) pointed out that there are no fully accepted criteria on which counseling can be evaluated in order to determine a global statement such as counseling is effective or counseling is not effective. It appeared to Blocher that the research questions which must be asked were "effectiveness for what? for whom? under what conditions?" A conceptual model for reviewing the counseling effectiveness literature was proposed.

Historically the development of counseling research over the past 40 years has indicated a trend away from studies of vocational guidance outcomes in which the client and his occupational adjustment were the primary focus of interest, and a shift toward a focus on the counselor and his personality as the major contributing factor of counseling effectiveness. In more recent years it has been recognized that closely tied to the problem of counselor effectiveness is the development of counselor selection and training criteria. Speaking to this problem, Walton and Sweeney (1969) noted that it is necessary to arrive at operational definitions of effectiveness in order to set before candidates realistic self-assessment criteria so that they may judge their chances of successful practice after graduation. They also noted the necessity to determine those personal characteristics which, through training, are amenable to change or development. "Those characteristics that are amenable to change may be adopted as behavioral objectives for

counselor education programs. If some characteristics are not amenable to change, the desirability of early testing and counseling of counselor trainees will be all the more significant" (Walton and Sweeney, 1969, page 37). The development of criterion instruments in the 1960's appears to be one of the more recent trends in the history of research into counseling effectiveness.

Among the criterion instruments which have been developed is the Counseling Evaluation Inventory. The instrument has been used in a number of studies in an effort to determine at least one aspect of counselor effectiveness, that is client satisfaction with counseling.

A summary analysis of the research on counseling effectiveness pointed out the wide variety of criteria that have been employed in studies of counselor effectiveness. The analysis also revealed that numerous types of counselors in varying counseling settings have been the subjects of counselor effectiveness research.

CHAPTER III

PROCEDURE

Design of the Study

The purpose of this study was to determine if vocational counselors are more effective than regular counselors or vocational teachers in providing vocational counseling. A secondary purpose of the study was to determine if there exist any relationships between counseling effectiveness and certain background and personal characteristics of vocational counselors.

The research design selected for this study was a variation of the Randomized Central Group Post Test Only Design (Design 4) found in Van Dalen (1966). This design was as follows:

Pretest	Treatment	Posttest
(R) Experimental Group "A"	X	T_e
(R) Control Group "B"		T_c
(R) Control Group "C"		T_c

The Pretest consisted of randomization. Treatment consisted of an individual test results and career planning session by a vocational counselor. Posttest measure was the Counseling Evaluation Inventory (C.E.I.). Upon completion of the Counseling interview each student immediately completed the C.E.I. in regard

to his counselor. Correlations were determined for characteristics and effectiveness rating scores for vocational counselors, regular counselors, and vocational teachers.

Statistical Hypotheses

The following hypotheses were derived from the research hypotheses:

1. There is no significant difference in the mean counseling effectiveness score of vocational counselors compared with the mean score of regular counselors and vocational teachers.

2. There is no significant correlation between any of the measures of background or personal characteristics and counseling effectiveness scores of vocational counselors.

Instruments

The Personal Data Questionnaire (P.D.Q.) was constructed by Reilley and Richardson in 1970 in order to gather background data which would describe students who were seeking vocational counseling certification training at Texas A&M University and East Texas State University. Item 10 which was included in the original instrument was expanded to include more detailed responses on industrial arts training background and item 22 was expanded to include more detailed responses on vocational training background

of the respondent. Items 21, 22, 25, 27, 35, and 42 of the original instrument were modified to permit the respondent to write a specific answer for the item response category "other." The revised form of the P.D.Q. used in this study is presented in Appendix , page .

A review of the literature relating to the characteristics of effective counselors formed the rationale for item construction. The instrument permits a survey of six areas which can be categorized as Personal Background (9 items), Educational Background (5 items), Work Background (5 items), Teaching Background (8 items), Family and Home Environment (13 items), and Personal Development (10 items) for a total of 50 items.

At the time of the study, no reliability or validity data were available on the instrument. However, in the present study this questionnaire was employed as a data-gathering device rather than as a criterion or predictive device. In the data analysis, each item was treated separately with no attempt to derive a total score.

The Counseling Evaluation Inventory (C.E.I.), (Linden, Stone, Shertzer, 1965) was the counseling effectiveness instrument. This instrument is a 21-item, three factor scale measuring counseling climate, counselor comfort, and client satisfaction by means of a five-point Likert-type scale. On the C.E.I. a client responds to the 21 items by marking an item as occurring

in sequence respectively "always," "frequently," "sometimes," "rarely," or "never." For example, item 18, "The Counselor's discussion of test results was helpful to me" must be responded to by a choice of "always," "frequently," "sometimes," "rarely," or "never." For socring purposes the investigator assigned a value of 1, 2, 3, 4, 5, or 5, 4, 3, 2, 1, to items depending upon whether the item rating intended to express a positive or negative rating of the counselor. In the above example of item 18, a client who marked "always" intended to give the highest rating for the counselor and therefore the counselor's score for that item was 5. If the client had marked "never" for item 18, the counselor's score for that item was 1.

The Counseling Evaluation Inventory has been discussed by Hasse and Miller (1968). They indicated that the content of the C.E.I. suggests a high degree of face validity as did the comments about the C.E.I. made by clients who have used it. Experimental evidence supporting the validity of the C.E.I. in assessing client attitudes toward the counselor was found by Gabbert, Ivey, and Miller (1967). A replication study (Ivey, Miller, and Gabbert, 1968) using the C.E.I. demonstrated that clients react to individual counselors in varying patterns and tended to confirm the earlier findings.

In the development of the C.E.I. a factor analytic approach was employed which enabled the derivation of a scale of 21 items

to measure client satisfaction, counselor comfort, and counseling climate. Initially 68 items of the Anderson and Anderson Interview Rating Scale (Anderson and Anderson, 1964), which was a scale to measure counseling 'rapport' between counselor and client, were responded to by 336 secondary school students who had received counseling by Purdue University Counseling practicum students. Using Thurstone's Multiple Group Centroid Method (Thurstone, 1947), an item intercorrelation of 68 items was computed and factor analyzed. An IBM 7090 digital computer was used to rotate the factor matrix according to the biquartmin criterion described by Carrol (1957). Four correlated factors were yielded. On the basis of item content and by combining two of the factors the remaining three factors were labeled counselor comfort (factor X), counseling climate (factor Y), and client satisfaction (factor Z).

Two reliability studies were undertaken on the C.E.I. employing separate client samples (Linden, Stone, Shertzer, 1965). According to the authors the lowest scale score of the C.E.I. total score test-retest coefficient obtained was a .62 (factor X, 100-day sample) and the highest coefficient was .83 (C.E.I. total score, 14-day sample). The average (median) reliability coefficient reported on the C.E.I. was .72.

Hasse and Miller's overall assessment of the instrument indicated that the factors of counselor comfort, client comfort,

and client satisfaction appear to be important in evaluating the client's satisfaction with counseling. Goodstein and Grigg (1959) have argued that client satisfaction should be considered an important factor in the assessment of counselor effectiveness.

The Ohio Vocational Interest Survey (OVIS) was used in this study to provide the on-the-job guidance task for the guidance workers in the study. Students were group tested with the OVIS in order to determine their vocational and occupational interests. The OVIS test results were used as the basis for individual counseling sessions. Each counseling session was an individual test results interpretation and career planning interview. This session constituted the on-the-job guidance task.

The manual of the Ohio Vocational Interest Survey (OVIS) by D'Costa, Winefordner, Odgers, and Koons (1970) states that the OVIS grew out of the Vocational Planning Questionnaire developed in 1953 by John G. Odger which was used by school administrators to determine the need for curriculum expansion of vocational education. In 1968 the authors expanded the questionnaire to incorporate a cubistic theory of vocational interests. Vocational interests were defined in terms of jobs or vocations in the world of work. The cubistic theory involves the assumption that every job has involvement with data, people, and things and can be plotted in a three dimensional cubistic space. This view was considered consistent with the job classification system in

the Dictionary of Occupational Titles (DOT). Through this model 24 clusters of occupations were derived from 114 worker-trait groups under the DOT system of classification. The 24 clusters provided a set of items that constituted an interest scale.

The final edition of the OVIS has two sections, the interest inventory, 280 items, and a student information questionnaire, 7 items. The latter provides information that adds to the interpretation of the interest inventory. Scores are interpreted by converting scale scores into percentile ranks and stamines. The OVIS was standardized in 1969 on over 46,000 students in grades 8 through 12 in 44 school districts in the United States.

Estimates of stability were obtained on a test retest basis with a 14-day interval, for 1251 eighth grade students from five Arkansas schools and 1108 tenth grade students from 18 Wisconsin schools. Reliability coefficients were given as ranging from .73 to .82 for eighth grade males and from 172 to .84 for eighth grade females. Reliability coefficients ranged from .75 to .88 and .74 to .90 for tenth grade males and females, respectively. Evidence of the stability of these scales is provided by these data and additional material from the OVIS Manual.

Conduct of the Study

During the fall semester of the 1971-1972 school year a proposal to undertake this research project was formally submitted

to the Division of Occupational Research and Development of the Department of Occupational Education and Technology in the State Department of Education. Research Contracts covering the periods May 1, 1972 to June 30, 1972 and July 1, 1972 to December 31, 1972 were let to the College of Education of Texas A&M University and its Department of Educational Psychology to conduct and report on this study. Co-directors on the project were Dr. Robert R. Reilley, Associate Professor of Educational Psychology and Mr. Sam Shippen, Instructor of Educational Psychology. The Project Officer was Dr. Donald L. Clark, Associate Dean of Research, College of Education.

The nature of the study required a state-wide sample of vocational counselors in 25 voluntarily cooperating school districts such that 25 research projects were conducted concurrently using the methodology discussed below.

Selection and Description of Subjects

In May 1972 an initial letter was sent to 37 superintendents in Texas, explaining the project and asking them to join in the study. The 37 districts were chosen on the basis that they employed at least one vocational counselor. The districts were identified from a list of 96 districts employing 116 vocational counselors in the Fall of 1971-1972 school year.

Of the 37 superintendents contacted, several were unable to

participate due to internal administrative changes and personnel turn over. Only two districts refused to participate. Eventually 28 agreed to participate and were included in the sample. The sampled school districts represented a very broad geographic distribution of the counties in Texas and virtually all geographic regions of the state were included (see Appendix , page).

The counties in which these schools districts are located have been described in terms or major needs for vocational guidance services. Thus 57 percent of the sampled school districts in this study were located in counties in Texas with high youth unemployment rates. Fifty-three percent of the sampled districts were in counties with the greatest population density. Counties with high rates of school drop-outs comprised 32 percent of the sampled districts. Fourteen percent were in economically depressed areas and 11 percent were in areas with high general unemployment rates. Finally, 11 percent of the sample can be described as in areas having high youth unemployment rates, as having the greatest population density, as having high rates of school drop-outs, as being economically depressed, and as having high general unemployment rates (Texas State Plan for Vocational Education, 1970-71). On the basis of the sampling characteristics obtained in this study it appeared that the districts included were highly representative of the population of school districts in Texas in 1972.

The initial letter of contact asked the superintendents to select as participants a vocational counselor, a regular counselor, and a vocational teacher who would be employed in their respective faculty and staff positions in the Fall (1972) school term. The superintendents were further asked to provide the names and addresses of the selected personnel and to give permission for the selection, testing, and evaluation of 33 sophomore students in the district. Thus while the subjects of the study were 28 vocational counselors who were employed in that capacity in the Fall of 1972, the study also required the participation of 56 other faculty personnel, 924 sophomore high school students, and 28 school secretaries. All together the project involved the voluntary cooperation of 1064 persons in 28 school districts in Texas and required the cooperation of superintendents, counselors, teachers, students, and secretaries.

Lines of communications were then established with the counselors, teachers, and superintendents in the project. A letter was sent to each participant to welcome him into the study and to explain the task he was to perform. The first requirement was for each participant to complete the Personal Data Questionnaire (P.D.Q.) survey. This was completed in the Summer of 1972 before the study was attempted in the school. In addition to the 1972 P.D.Q. data, prior data was available on 17 of the vocational counselors from an administration of the P.D.Q. in

the Summer of 1970. Each participant was then sent a table of random numbers with instructions for selecting a random sample of sophomore students. By this method the 924 students were selected, 33 in each district. Each participant then received 11 OVIS test booklets and answer sheets along with the OVIS Manual and supplementary information for test administration and interpretation of the OVIS.

Testing arrangements were suggested on the bases of total group of 33 students or individual groups of 11 for the months of September and October. It was anticipated that local circumstances involving student-faculty time schedules would preclude a single testing period for the entire project. Furthermore, it seemed important to maintain as many aspects as possible of the actual on-the-job conditions in which the normal constraints on school guidance activities operate.

Upon completion of testing, the district returned the student test papers to the investigator. Student lists were compiled and students were then randomly assigned to the experimental group or to one of two control groups. The experimental group was termed Condition A; control groups were termed Condition B or Condition C. The student tests were then sent to Harcourt, Brace and Jovanovich in Iowa City for machine scoring. Student scores were returned directly to the counselors by the scoring company on a week-and-a-half turn around basis.

Treatment

Condition A was a test results interpretation and career planning session by a vocational counselor; Condition B was a test results interpretation and career planning session by a regular counselor; and Condition C was a test results and career planning session by a vocational teacher. Thus, in each school 11 students randomly selected were randomly assigned to a vocational counselor, 11 students to a regular counselor, and 11 students to a vocational teacher for a counseling interview. The guidance sessions were individual one-to-one interviews of approximately one-hour's duration. This test results interpretation and career planning session comprise the on-the-job guidance task of the experiment.

Materials supplied to the counselors and teachers as aids for the test interpretation were the OVIS Manual and supplementary material provided by Harcourt, Brace and Jovanovich Company (see Appendix , page). Counselors and teachers were instructed to conduct an individual one-hour counseling session with each student using the OVIS Manual and supplementary aids to profide test results and career planning for the students (see Appendix ,).

Data Collection

A list of students was sent to each counselor and teacher so

that counseling schedules could be arranged in advance. Each counselor received a list of his 11 randomly assigned students. In addition to the student lists sent to each counselor, a master list of students was sent to the school secretary. The school secretary was also sent the 33 C.E.I. evaluation forms with instructions for the handling of these forms. The project called for the student to be sent to the school secretary immediately after his counseling session. There the secretary gave him the individual C.E.I. form with his name and his counselor's name already on the form. The student was also given a blank envelope so that he could complete the form confidentially and seal it in the envelope before returning it to the secretary. Each secretary was given further instructions to maintain the confidentiality of the C.E.I. forms so that faculty participants would not see the forms upon which they were rated by students. When the secretary collected all students' C.E.I.'s she returned them to the investigator in one envelope.

Measurement of Dependent Variable

The dependent variable was the total mean score assigned by students to the vocational counselors, regular counselors, and vocational teachers on the Counseling Evaluation Inventory (C.E.I.). The C.E.I. was scored by assigning a score value to each of the 21 items of from 1 (low) to 5 (high). A counselor's

total raw score for each C.E.I. could range from a low of 21 to a high of 105. Total raw scores were summed for each counselor and divided by the number of students rating him in order to yield a total mean score for the counselor.

Vocational counselors, regular counselors, and vocational teachers were evaluated in the same way, and each received a total mean score. Thus client satisfaction with vocational counseling under Condition A, that is, a one-hour individual test results and career planning session with a vocational counselor, was the counselor effectiveness index against which the effects of the on-the-job task performance of the vocational counselors was evaluated. The criterion measure of client satisfaction with vocational counseling was the Counseling Evaluation Inventory.

Statistical Treatment of Data

Data on counselor effectiveness were analyzed by a one-way classification analysis of variance.

Data on personal background characteristics was analyzed by correlation. The Personal Data Questionnaire (see Appendix , page), as constructed, consisted of two kinds of responses i.e., continuous responses and dichotomous responses. A continuous response question was one in which the responses were ordered along a continuum. For example, Question 1 was what is your age? The responses were arranged in ascending order, a. 21-25, b. 26-30,

c. 31-40, d. 41-50, e. 51-above. A significantly positive correlation for this question would be interpreted such that the older the counselor the higher his effectiveness score. A significantly negative correlation would be interpreted such that the younger the counselor the higher his effectiveness score. In the case of a dichotomous response the correlation treatment was different. For example question 2 was what is your marital status? The responses were a. single, b. married, d. widowed, d. divorced. Correlations for this type of question were computed on the basis of each possible response and not on the question as a whole. Thus for response a. single, a correlation value was set as zero or one. Zero if the response were not checked, and one if the response were checked.

By this method of breaking down the response categories into either continuous responses or dichotomous responses the number of possible responses derived from the Personal Data Questionnaire was 130.

CHAPTER IV

PRESENTATION OF THE DATA

The data were analyzed to determine if there were a significant difference in the effectiveness scores of vocational counselors, regular counselors and vocational teachers as rated by sophomore high school students using the Counseling Evaluation Inventory (CEI) as the counseling effectiveness criterion instrument. The data were also analyzed to determine the relationship of counselor background characteristics to effectiveness ratings of the counselors. Responses on the Counseling Evaluation Inventory (CEI) and responses on the Personal Data Questionnaire (PDQ) were coded by hand and data were key punched for analysis by an IBM 360/65 computer. Hypotheses were tested by one-way analysis of variance with unequal cell sizes. A correlation analysis was performed to determine relationships between counselor effectiveness (CEI) scores and the background and personal characteristics variables of the Personal Data Questionnaire (PDQ).

Presentation of Results

Vocational Counselor Effectiveness Results

The means and standard deviations for the three groups of counselors are presented in Table 1, page . The N for each group is 25 and the means run from a high of 93.05 to a low of 91.60.

TABLE 1.-Means and Standard Deviations of Counseling Evaluation Inventory Scores of All Counselors.

	Vocational Counselors	Regular Counselors	Vocational Teachers
Mean	93.05	92.18	91.60
Standard Deviation	4.51	5.23	5.74
Normal	25	25	25

The data in Table 2, page , summarize the results of a one-way analysis of variance-blocked test of all subjects regarding total mean scores of counselor effectiveness. The error term Mean Square of 79.58 divided into the between blocks Mean Square of 13.97 provided an F Ratio of 0.713 which is not significant. Results of the F test were not significant at the .05 level, indicating no difference between vocational counselors, regular counselors, and vocational teachers as seen by sophomore high school students. Therefore, Hypothesis 1, there is no significant difference in the mean counseling effectiveness scores of vocational counselors compared with the mean scores of regular counselors and vocational teachers was not rejected.

Background and Personal Characteristics Results

Appendix provides the results of the 50 item PDQ for each of the three groups of counselors. The correlations obtained

between the effectiveness measure and each of the responses, continuous and dichotomous, are presented in Appendix .

TABLE 2.-Analysis of Data on Posttest Mean Scores of CEI of All Experimental and Control Groups.

One-Way Analysis of Variance on Counselor Effectiveness - Blocked			
Source of Variance	Mean Square	d.f.	F-Ratio
Total	26.53	74	
Between Blocks	13.97	2	0.713 ns
Error	19.58	48	

The data in Table 3, page , summarize the results of the correlation analysis of all subjects responses on the PDQ with all subjects effectiveness scores on the CEI. Inspection of Table 3, page , reveals that 11 items of the PDQ were found to be correlated with counselor effectiveness scores at or beyond the .05 level of significance. Therefore, hypothesis 2, there is no significant correlation between any of the measures of background or personal characteristics and counseling effectiveness scores of vocational counselors was rejected. Table 3, page , provides information regarding the 11 items for which significant correlations were obtained.

TABLE 3.-Item Numbers, Descriptions, and Correlations Obtained Between Personal Data Questionnaire Items and Counseling Effectiveness Inventory Scores of All Counselors.

Item Number	Description	Correlations Obtained
2b	Marital Status - Married	- .31 **
2d	Marital Status - Divorced	.26 *
6d	Reading Preference - National News	- .27 *
8	Number of Magazines Subscribed	.30 **
19e	Work Background - Other Than Teaching, Industry, Self-Employment, Agriculture, or Business	- .31 **
21	Teaching Background - Preference for Teaching as Life's Work	- .29 *
44	Personal Attitudes - Desire to be Alone to Pursue Own Thoughts and Interests	- .32 **
46	Personal Attitudes - Desire to be Regarded by Others as Ambitious	- .28 *
47	Personal Attitudes - Self-Regard With Respect to Overall Achievement	.23 *
48c	Personal Attitudes - Get Along Well With Men but Not With Women	- .31 **
50	Personal Attitudes - Frequency of Telling Other People One's Troubles	.27 *

* Significant at the .05 level of confidence.
** Significant at the .01 level of confidence.

Discussion

Counselor Effectiveness

Three types of counselors were compared with each other to determine if vocational counselors were as effective as regular counselors or vocational teachers in an on-the-job guidance task. Client ratings by means of the CEI were used as the measure of effectiveness. Since there was no significant difference in the mean scores that these three groups of counselors received on the CEI, the null hypothesis was not rejected. It is interesting to note that the mean effectiveness scores of the three types of counselors were well above the expected average on the CEI. The range of mean scores was from 75.78 to 100.56. This means that all counselors in the study received mean ratings of from 3.6 to five on a five point scale.

In other studies where mean CEI scores were reported, differing ranges were found. In order to make comparisons with this study, the means reported in Brown et al. (1969) and Rickabaugh et al. (1972) were converted from Factor Weights method of scoring to Likert Type method of scoring. The range of mean scores on the CEI which have been reported are as follows: 93-105 (Pfeifle, 1972), 52-73 (Rickabaugh et al., 1971), 50-84 (Brown et al., 1969), 57-68 and 59-68 (Ivey et al., 1968). The majority of studies reported on the CEI have used the Likert

Type method of scoring. It should be noted that the range of means reported in this study being on the average very high may have reduced the probability of finding significant differences between the counselors. However, there appears to be room for doubt on this supposition since the range of mean scores reported by Pfeifle (1972) were higher and at the same time he reported significant differences between counselors as measured by the CEI. It has been noted by Tyler (1961) that clients generally rate counselors high when client opinion or client satisfaction is the measure of effectiveness.

Personal Background and Characteristics of Counselors

The personal background data obtained on the counselors may be divided into six categories based on the types of questions contained in the Personal Data Questionnaire (PDQ). These categories are the following: I Personal Information, (questions 1-9) age, marital status, military service, religion, recreational activities, and reading habits; II Educational Background, (questions 10-14) major high school subjects, high school grade average, undergraduate grade average, current educational status, and educational level goal; III Work Experience (other than education), (questions 15-19) gainful employment while in high school, and college, beginning work age, years of work outside of

teaching, and type of previous work; IV Teaching Background, (questions 20-27) satisfaction with teaching, life goals in education, vocational education field taught, type of present school, years in present position, position next year, estimated annual salary in next ten years, and most important ingredient for success in present occupation; V Family Background, (questions 28-41) distance of present employment from place of birth, number of brothers and sisters, birth order in family, size of childhood home, number of moves during school years, number of books in home, type of childhood environment, father's occupation-education, mother's education, mother's personality, father's discipline habits, father's tolerance for others, and parent's response to respondent's accomplishments; VI Personal Attitudes, (questions 42-50) most enjoyed adolescent activities, frequency of being "picked on" by other children, desire for being alone, self-description of being happy-unhappy, manner desired to be looked upon by others, self-regard with respect to overall achievement, best description of relations with men and women, most disturbing thing about job, and frequency of telling other people one's troubles.

In four of these categories significant correlations were obtained, I Personal Information, four responses (2b, 2d, 6d, and 8); III Work Experience, one response (19e); IV Teaching Background, one response (21a); and VI Personal Attitudes, five responses

(44, 46c, 47, 48c, and 50). There were a total of 11 significant correlations obtained. No significant correlations were obtained from categories II Educational Background and V Family Background.

Caution must be exercised in interpreting these results in light of the fact that the on-the-job counseling task was but one of many duties assigned to counselors and teachers in the course of their regular work. The counseling task assigned was only one aspect of a total guidance service. Furthermore each counselor was rated on the basis of only one interview with each student and effectiveness was evaluated exclusively in terms of client satisfaction. Another caution to be considered in interpreting these results is the possibility that some of the significant correlations could be due to chance. Since there were 130 variables analyzed for correlation and since the level of confidence was set at .05 it is possible that as many as six or seven of the variables found to be significant were in fact not different from zero order and therefore may have occurred by chance. It should also be noted that some of the correlations are based on a very small N and that the addition or deletion of only one response on that variable might have changed its relative value. It appears that an answer to some of these questions might be found if a cross-validation approach were taken to further investigate these findings.

Within these limitations the following conclusions about

counselor effectiveness as it relates to counselor background and characteristics seem to apply. One may tentatively describe some elements of counselor background which appear to be significantly associated with high effectiveness ratings as the following: Counselors who were divorced received higher ratings than those who were married. Counselors who preferred national news over state and local news, editorials, comics and sports received lower ratings. The more magazines counselors subscribed to the higher their ratings. Counselors whose previous work experience other than teaching was not in industry, self-employment, agriculture or business but was in some other category received lower ratings. Counselors who chose teaching as the position they would like to hold for the rest of their lives received lower ratings of effectiveness. Counselors who desired to be alone to pursue their own thoughts and interests least frequently were rated less effective. Those counselors who desired others to look upon them as ambitious rather than friendly, intelligent, successful or popular were rated less effective. Those counselors who regarded themselves with respect to their overall achievement as more successful were rated higher. Those counselors who describe their relations with others as "get along with men but not women" were rated less effective. And finally, those counselors who tell other people their troubles less frequently than others received less effective ratings from students.

In summing these characteristics in order to arrive at a tentative description of the counselors tending to receive the highest effectiveness ratings from students, and bearing in mind the unavoidable chances for error, one may cautiously describe them as divorced, interested in local events, subscribing to numeoous magazines, having had previous work experience in industry , or self-employment, or agriculture, or business, not setting teaching as a lifetime occupation, willing to be alone to pursue their own thoughts and interests, not wanting to be seen as ambitious, seeing themselves as achieving some success, getting along with the opposite sex as well as their own, and open to telling others their problems. As noted above, further investigation is necessary before applying these data to a practical use such as selection.

Those areas which received a greater number of significant correlations with effectiveness were in Personal Information and Personal Attitudes. It would appear that some of the responses associated with Personal Attitudes indicate attitudes which may be amenable to change or development by the person going into counseling as a profession. It would also seem that others are representative of characteristics that may not be amenable to change.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if there were a significant difference in the effectiveness of vocational counselors as compared with regular counselors and vocational teachers in an on-the-job guidance task. The subjects were rated by sophomore high school students using the Counseling Evaluation Inventory (CEI) as the counseling effectiveness criterion instrument. Counseling effectiveness was operationally defined as the total mean score assigned to the counselor by his clients on the CEI. The CEI is a measure of client satisfaction with counseling. Thus counselor effectiveness was measured in terms of client satisfaction.

A secondary purpose of the study was to determine the relationship of counselor background characteristics to effectiveness ratings of the counselors. Responses on the Counseling Evaluation Inventory (CEI) and responses on the Personal Data Questionnaire (PDQ) were the variables analyzed.

The nature of the study required a state wide sample of vocational counselors in 25 voluntarily cooperating school districts such that 25 research projects were conducted simultaneously. The personnel involved in the study were 25 school district superintendents, 25 school secretaries, 25

vocational counselors, 25 regular counselors and an equal number of vocational teachers and approximately 10 sophomore students for each vocational counselor, regular counselor and vocational teacher. The districts represented a wide distribution of geographic regions of the state of Texas as well as a wide representation of population densities, economic conditions, and educational and occupational needs areas of the state.

The research design selected for this study was a variation of the Randomized Control Group Posttest Only Design (Design 4) found in Van Dalen (1966). The pretest consisted of randomization. Treatment consisted of an individual test results and career planning session. Posttest measure was the Counseling Evaluation Inventory (CEI).

The procedure involved the following steps: (a) in each school 30 sophomore students were randomly selected and the Ohio Vocational Interest Survey (OVIS) was administered to them as a group; (b) tests were machine scored and the students were randomly assigned to a vocational counselor, regular counselor, or vocational teacher for counseling; (c) a one hour, individual, test results and career planning session was conducted with each student; and (d) upon completion of the counseling interview each student immediately went to the school secretary and completed the CEI in regard to the counselor. The personal background and characteristics data of the Personal Data Questionnaire (PDQ) was collected

on each counselor prior to the counseling interview with students.

The following hypotheses were investigated:

Hypothesis 1. There is no significant difference in the mean counseling effectiveness score of vocational counselors compared with the mean score of regular counselors and vocational teachers.

Hypothesis 2. There is no significant correlation between any of the background or personal characteristics and counselor effectiveness scores.

The data on counseling effectiveness were analyzed by a one-way analysis of variance-blocked test of all subjects regarding total mean scores of counselor effectiveness. All subjects' responses on the PDQ and all subjects' effectiveness scores on the CEI were analyzed by correlation techniques in order to determine if there were any significant relationships between counselor effectiveness ratings and personal background characteristics of counselors.

The need for the present study was indicated by counselor certification practices in Texas and, more generally, by a review of research in counseling effectiveness. Historically counseling research from the 1920's to the 1960's indicated a trend away from studies of vocational guidance outcomes in which the client and his occupational adjustment was the primary focus of interest, and a shift toward a focus on the counselor and his personality

as the major contributing factor of counseling effectiveness. Accompanying this shift of research focus has been the emerging effort to develop counselor selection and training criteria.

An analysis of the research revealed that the most frequently used criterion of effectiveness has been client satisfaction, client opinion, and counseling practicum supervisor, or the combination of supervisor and peer ratings of counselor effectiveness. A fewer number of studies have dealt with the vocational adjustment of clients as a criterion measure of counseling effectiveness.

In the 1960's new criterion instruments were developed for the measurement of counselor effectiveness. The Counseling Evaluation Inventory (CEI) was among these instruments. It is an attempt to measure the quality of rapport established by the counselor with the client on the basis of client satisfaction with the counseling. While this approach has certain inherent limitations, client satisfaction, as measured by the CEI, was a frequently used criterion of counseling effectiveness in recent studies, and the results of these investigations have generally supported the usefulness of this instrument.

Conclusions

When the data on counselor effectiveness was analyzed by a one-way analysis of variance-blocked test of all subjects, there

were no significant differences found among the three groups of counselors and therefore Hypothesis 1 was not rejected. The counseling effectiveness of vocational counselors, regular counselors, and vocational teachers (as measured by the CEI) did not differ significantly at the .05 level.

The results of a correlation analysis of all subjects effectiveness scores on the CEI and all subjects responses to the PDQ revealed 11 background and personal characteristics variables that were significantly (.05 level) correlated with counselor effectiveness ratings.

Based on these findings one may tentatively describe some elements of counselor background which appear to be significantly associated with high effectiveness ratings as the following: Counselors who were divorced received higher ratings than those who were married. Counselors who prefered to read national news over state and local news, editorials, comics and sports received lower ratings. The more magazines counselors subscribed to the higher were their ratings. Counselors whose previous work experience other than teaching was not in industry, self-employment, agriculture or business, but was in some other category received lower ratings. Counselors who chose teacher as the position they would like for the rest of their lives received lower ratings of effectiveness. Those counselors who desired to be alone to pursue their own thoughts and interests least frequently were rated less effective. Those counselors who desired others to look upon them

as ambitious rather than friendly, intelligent, successful or popular were rated less effective. Those counselors who regarded themselves with respect to their overall achievement as more successful were rated higher. Those counselors who described their relations with others as "get along with men, but not with women" were rated less effective. And finally, those counselors who tell other people their troubles less frequently than others received lower effectiveness ratings from students.

It was recommended that the findings regarding the background characteristics be interpreted with caution. The need for cross-validation studies to determine the validity of the characteristics for selection purposes was noted.

Recommendations

The following recommendations are advanced for consideration:

1. Since the present study did not find differences in the effectiveness of vocational counselors as compared to regular counselors or vocational teachers in providing vocational counseling to students, it is suggested that justification for the special designation "vocational counselor" be investigated in terms of other assigned duties such as placement, follow-up, identification of students for vocational education, orientation of students relating to vocational offerings of the school, adult vocational guidance

program development, etc. It is further recommended that a similar design be used in such studies where vocational counselors are compared to regular counselors and vocational teachers.

2. Since there were some characteristics that showed promise for differentiating more or less effective counselors it is recommended that a cross-validation study be undertaken to verify the presence of these characteristics in the background of effective counselors.

3. In order to assess vocational counseling effectiveness criteria it is recommended that studies following the same design but using different effectiveness criteria be undertaken. One such criteria might be the assessment of client learning as an outcome of vocational counseling. Such an approach would raise the question: What does the client learn as a result of vocational counseling?

4. Finally it is recommended that a follow-up study involving the counselors, teachers and students of the present study be conducted in the Fall of 1973, and 1974, to determine whether the effects of the vocational counseling received by the sophomore students of the present study will make any difference in their career choices during the remaining years they are in high school. Such a study might serve to determine the actual vocational adjustment of students

counseled by differentially trained personnel and might offer further evidence pertaining to the factors involved in counseling effectiveness.

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APPENDIX NOTE

The appendices referred to in the body of the report are not included in this copy. Readers wishing information regarding these supplementary materials are encouraged to write:

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